



Part 4

Tools & Resources



I. Tools List

Part 1, Introduction to Training		IV. Designing Process for PD	
1(intro).1.	Ways to Help Your Community Understand Staff Development	2(proc).1.	Joyce B & Showers B. (1995) <i>Student Achievement Through Staff Development</i> . White Plains, NY: Longman, pp. 110-113. Includes Discussion Guide
1(intro).2.	Example of a Public Declaration	2(proc).2.	Design of Professional Development
1(intro).3.	School Improvement Staff Development: Evaluating Current Plans	2(proc).3.	Alpha District Case Study
Part 2, Tour of the Model Components		2(proc).4.	Operating Principles for Designing PD Process
I. Collecting & Analyzing Data		V. Components of the Ongoing Cycle	
2(data).1.	Generate Questions to Study Student Needs: a. Sample Q's to Ask of Data b. QIC Decide Tool c. What We Need to Know about Our Student	2(cycle).1.	Implementation Plan Worksheets
2(data).2.	Where to Find Answers to our Questions	2(cycle).2.	Examples of Others' Implementation Plans & Logs
2(data).3.	How to Find Answers for the Sample Questions	2(cycle).3.	Examples of How Others Have Monitored Their Implementation
2(data).4.	Maine Public Schools: Comprehensive Student Assessment System	2(cycle).4.	How Will You Monitor Your Implementation - Worksheet (Implementation Protocol)
2(data).5.	Organize and Analyze Data	2(cycle).5.	A Guide for Collaborative Structures
2(data).6.	MEA Item Analysis Summary	2(cycle).6.	How Three Schools Designed Collaborative Teams
2(data).7.	Additional Measures	2(cycle).7.	Examples: Collaborative Team Minutes and Logs
2(data).8.	Analyze & Report Data – Response Sheet	2(cycle).8.	Pine Valley : How One District Studied Its Implementation
2(data).9.	Operating Principles for Collecting/ Analyzing Data	2(cycle).9.	Finding Time for Training and Collaboration
II. Goal Setting		2(cycle).10.	Examples of School PD Calendars
2(goal).1.	Trajectories - State of Maine & District	2(cycle).11.	Examples of One Project's Plan for Collecting Formative Data
2(goal).2.	District-Level Professional Development Targets, with Worksheets	2(cycle).12.	Formative Data Plan Worksheet
2(goal).3.	Operating Principles for Collecting/ Analyzing Data	2(cycle).13.	Combining Your Own Implementation and Formative Data
III. Selecting Content		2(cycle).14.	Operating Principles for the Ongoing Cycle
2(content).1.	Slavin's <i>A Reader's Guide to Scientifically Based Research</i> ; Discussion Guide	VI. Program Evaluation (Summative)	
2(content).2.	Scientifically Based Research Activity, with Sample of a Completed Documentation Form and a Discussion Guide	2(eval).1.	Goal Oriented Summative Program - Evaluation Questions
2(content).3.	Examples of Processes to Follow to Select Content b. Examples of Processes -Selecting Content Example 1: Winfield-Mount Union & AEA16 Example 2: Mid-Continent School District	2(eval).2.	Program Evaluation Standards
2(content).4.	Operating Principles for Selecting Content	2(eval).3.	Guskey's 5 Levels of Evaluation
		2(eval).4.	Program Evaluation - Reporting Our Data
		2(eval).5.	Operating Principles for Program Evaluation
		Part 3, Maine Standards for PD & Teaching	
		3(stan).1.	Drafting the District Professional Development Plan, with Constant Conversation Q's
		3(stan).2.	Four Samples of Individual Professional Development Planning Tools
		General	
		gen-1.	Common Assessment Terminology
		gen-2.	Acronyms and Abbreviations
		gen-3.	Four Operating Principles

Tool 1(intro).1.

Ways to Help Your Community Understand Staff Development

Consider these tips for ways your school district can build community understanding around staff development. This resource and others can be found on the Iowa Association of School Boards' web site: www.ia-sb.org.

Parents and community members may not always agree with educators as to the role staff development plays in improving student achievement. As the new school year gets underway it is important to start explaining how staff development works and the way it will be offered in your district's school buildings during the coming year.

The more staff development activities affect the routines of students and their families, the less support it will receive from parents and others in the community. Disruptions to dismissal times can become a major problem for parents who are relying on child care services and who have established after-school activities for their children.

In many districts there are certain days identified during the year as inservice or professional development days. These are usually published well in advance and are noted on district calendars. As a result of this advanced notice they generally are accommodated by families and routinely accepted. If such days are scheduled in your district, don't assume that parents will always remember them. Put reminders in your school newsletter, and make sure the early release or no school dates are part of the information packets you supply to parents and students who are new to your school.

As districts are relying more and more on half-day professional development activities, it becomes necessary to increase the communication. The following suggested activities will help you win support for such important training and educational activities.

- Teachers need to explain to their students what the early release means and why it has been arranged. Encourage teachers to tell their students what they will be learning and how they plan to use it back in the classroom.
- Make sure the entire staff of each school building clearly understands what is to be the focus of training during the year. Is there to be one theme or a variety of focuses depending on the grade level or the time of the year? Clearly explain what training will be conducted and who will be involved. All staff? Teachers only? Certificated or classified employees? Don't forget to emphasize why continuing professional development is necessary and the benefits a well-trained staff will ultimately provide to students.
- Enlist the support of your local teachers' association by asking it to include information about the training in its publications. Provide information to other employee group publications so that they can be part of the information distribution process. Request endorsements from these groups and encourage them to speak out publicly about why such training is important.
- Work with parent organizations. Make sure their members understand the importance of the professional development and the schedule you have established for it. Ask them to help publicize it in their regular communication with members. Parent organizations might also be willing to sponsor activities for students during the time you have staff training.
- Post the information on your school Web site.

Tool 1(intro).1.

- ❑ Use explanations that are clear and simple. Don't get caught up in educational jargon. Use a common sense approach; for example: Your school district could create a flyer in which the cover said, "There are 986 reasons we're letting school out early each Wednesday." Inside, the flyer would explain, "There are 986 students enrolled in the Our Town Schools. Early release days, which will occur each Wednesday, will be devoted to finding new and better ways to educate each and every one of them. Meet with the editorial boards of your local newspapers. Discuss the early release days and the importance of them to improving student achievement. Seek an editorial in support of your training AND early release time.
- ❑ Make regular reports at school board meetings so that your district's elected officials understand what you are accomplishing and why it is important to students and their parents.
- ❑ Show the cost effectiveness of early release training versus having staff members come in on a Saturday. Include that information when discussing teacher professional development with parents and members of the business community.
- ❑ Report to parents and the community on a regular basis. Let them know how the staff training is working. Have a teacher or one of the invited guests write an article about the training and use it in a newsletter or submit it to the local paper.
- ❑ Never forget that the focus of the explanations and information should be on the affect the learning for staff is having on student academic achievement.

Tool 1(intro).2. Example of a Public Declaration (one page)

Example of a Public Declaration

This is an example of one local district's public statement declaring its purposes, vision, values, and mission and knowledge. This district has made a public statement about the importance of student achievement and professional development to accomplish gains in student learning.

_____ District

Student Learning At The Center of School Improvement/Staff Development/Program Evaluation

Quality Standards

- Focus on Research
- Participative Decision Making (School/District)
 - Focus on Results
- Organizational Alignment

PUBLIC DECLARATIONS

Purpose

As educators in this school district, we believe that we exist to best serve students and the school community when we are totally committed to . . .

- Sharing knowledge
- Shared results

Vision

As educators in this school district, we totally believe that that it is possible for us to . . .

- Improve student achievement through collaboration and shared accountability for results.
- Increase our teachers, administrators, and support staff's capacity to engage in job-embedded professional development.

Values

As educators in this school district, we firmly believe that . . .

- School improvement is everyone's responsibility.
- School improvement and professional development must center upon improved student achievement.
- All staff must continuously evaluate their contributions to school improvement, professional development, and improved student learning.

Mission

As educators in this school district, we are on a mission to . . .

- Engage all in measurably contributing to the collective good of school and school system rather than private or individual achievements.
- Increase every individual's capacity to improve the quality of instruction in every school.
- Translate school improvement and professional development into concrete structures, schedules, processes, norms, and implemented instructional practices.

Knowledge

As educators in this school district, we are constantly striving to increase our collective ability to . . .

- Collect, analyze, and use student data to guide our decision making.
- Set goals for improved student achievement.
- Select content and qualified providers for professional development.
- Design research-based professional development processes.
- Implement ongoing training and learning opportunities.
- Collaborate and implement practices with fidelity.
- Assess our ongoing progress through formative data collection tools.
- Evaluate all school programs and services.

Notes

Tool 1(intro).3. School Improvement Staff Development: Evaluating Current Plans (p.1 of 4)

School Improvement / Staff Development: Evaluating Current Plans

School Improvement/Staff Development: Evaluating Current Plans

We encourage schools and local districts to evaluate current professional development practices and to consider whether professional development is aligned with district student achievement goals and is focused on research-based instructional strategies. The attached instrument was developed by Dr. Beverly Showers with input from the Iowa Teacher Quality Program Professional Development Stakeholder Group. This instrument is available to assist schools and local districts to conduct a self-evaluation of professional development practices.

In the summer of 2001, the National Staff Development Council (NSDC) published revised standards for staff development, placing improved student learning at the core of quality staff development programs. This change in focus represented a major shift in the organization's focus. For many years the quality of professional development was judged by the satisfaction of participants rather than by the benefit to students.

Briefly, the NSDC standards fall into three categories: the context, process, and content of staff development, and activities in each of these areas is envisioned to occur concurrently rather than sequentially. Context standards address the culture of the school and school district, including norms for continuous growth and time for collaborative professional learning, administrative leadership, and the alignment of district and school goals for student achievement. The Process standards address the design of staff development—how will student data be analyzed to determine need, which content is most likely to impact the identified need, how will training and follow up be organized and implemented, and how will faculties be structured for the collaborative work of implementing new learning. The Content standards include subject matter content and teaching strategies, equity issues, and family involvement.

The following questions are designed to assist schools and districts to examine current staff development practices and to encourage discussion of ways to bring current practice more in line with state and national standards for quality staff development—staff development focused on the learning needs of students.

The QIC-Decide tool may be useful to assist districts in using data to address many of the questions suggested in this document.

Tool 1(intro).4. School Improvement Staff Development: Evaluating Current Plans (p.2 of 4)

1. DATA/GOALS [process standard]

The SAU examined the following data to identify student need and to set priorities for school improvement and staff development.

Describe current SAU practices in writing:

Discussion: How did the SAU (as well as individual schools within the SAU) go about examining their own data? Did they look at data in addition to their MEA or MHSA scores? When SAUs/schools studied test scores, did they disaggregate data by gender, SES, ethnic groups, students with disabilities, etc.? Were disaggregated data communicated to and discussed with staff? Were implications of discrepancies in achievement explored? Did the district or its schools collect any additional data to clarify student needs? How confident are you that the SAU's study of its student data identified a real student learning need?

2. FOCUS [context/process/content standards]

The SAU identified the following need(s) for improvement.

Describe current SAU practices in writing:

Discussion: Is there a single focus or has the school listed multiple subjects/areas they intend to address during the current professional development cycle? Is the focus of school improvement in the area of curriculum and instruction? If no, how would you characterize the focus (e.g., improved climate, school/community relations, etc.)?

3. STAFF DEVELOPMENT [context/process/content standards]

The SAU planned the following staff development to support their school improvement focus.

Describe current SAU practices in writing:

Discussion: How does the planned staff development align with the school improvement focus? For example, if the school's primary concern was literacy and the need to improve student reading and writing skills, is the planned staff development in the areas of reading and writing? How much time is allocated to staff development, and how much of that time is reserved for training (learning of new content)? Is continued follow-up or technical assistance planned to support initial training events? Will whole schools, grade levels, departments,

Tool 1(intro).4. School Improvement Staff Development: Evaluating Current Plans (p.3 of 4)

etc., participate in the planned staff development, or is participation voluntary? Are sufficient resources allocated to support in-depth training initiatives?

4. IMPLEMENTATION [process standard]

Please describe the SAU's plan for implementing the planned change and describe how the planned change will look in classrooms.

Describe current SAU practices in writing:

Discussion: Does the SAU have a clear vision of what students will experience differently as a result of the school improvement/staff development plan? Can the SAU explain how it will know when implementation of the planned change has occurred? How will the district address schools and classes where implementation is lagging?

5. COLLABORATION [process standard]

Please describe the SAU's plan for providing teachers time for collaboration as they work to implement the planned change.

Describe current SAU practices in writing:

Discussion: Is adequate time provided for small groups of teachers to plan and develop lessons, to share their experiences and insights from early trials, to problem-solve difficulties with the implementation, etc.? Is a structure for use of the collaborative time provided to clarify intended use of time?

6. FORMATIVE EVALUATION [process standard]

Please describe the SAU's plan for collecting data that will be used to determine additional training needs, student response to the planned change, and modifications needed in the initiative. (Formative data includes the information gathered on an ongoing basis to provide feedback to teachers about the efficacy of their efforts.)

Describe current SAU practices in writing:

Tool 1(intro).4. School Improvement Staff Development: Evaluating Current Plans (p.4 of 4)

Discussion: Are data collection instruments aligned with the planned change? Is the schedule for collecting data appropriate for the type of change intended? Is there a plan for analyzing the data and providing feedback to teachers and administrators in a timely fashion?

7. PROGRAM EVALUATION [process/context standards]

Please describe the SAU's program evaluation plan.

Describe current SAU practices in writing:

Discussion: What data will be collected (e.g., pre/post tests, etc.) to determine if the planned change is having the intended effect? How will data be combined with implementation data to determine if student effects varied by implementation? How will data be disaggregated, shared, discussed? How will program evaluation data be used to plan the next cycle of school improvement/staff development? Does your program evaluation plan allow you to examine the cost effectiveness of your professional development program?